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ABSTRACT

This is the seventh unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode VII, the history topic is America becomes a world power. Objectives are to help the student to (1) emphasize the forming of a conceptual understanding of the terms immigration and emigration, particularly in the context of U.S. history; (2) form hypotheses explaining the relationship between migration and the social, economic, demographic, and political conditions that lead people to emigrate from one country and those conditions that attract people to immigrate to another; (3) collect and analyze data describing the patterns of immigration to North America between 1820-1920; (4) examine the problems faced by different groups of immigrants coming to the United States; and (5) take and defend positions regarding the formation of public policies pertaining to immigration. Activities include involving students in writing stories describing a group of people who immigrate to the United States, examining materials that describe some of the conditions that encouraged Europeans to immigrate to the United States, and planning a city. (NE)

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RESOURCE MATERIAL DEVELOPMENT: POPULATION DYNAMICS IN EIGHTH GRADE AMERICAN HISTORY

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Episode VII
Changing Populations Through Immigration

Florida State University
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INTRODUCTION

The eight multi-media units of which Changing Populations Through Immigration is a part are designed to help the teacher introduce population concepts into the school curriculum. To assist the teacher in this task an "infusion" approach is used, (i.e., the units are introduced into the curriculum in conjunction with a related regular topic in the school-adopted program). The school-adopted program, in this instance, is American History, and an attempt is made to correlate history topics with population topics. The chart on the following page shows the exact correlations for all eight units. Although points of entry are suggested, it is expected that the teacher will make his own judgement as to when is the most propitious time to introduce each unit or population episode. Certainly, depending on how the teacher organizes his course, he may change the sequence of topics, or decide to concentrate and spend time on only a few episodes. Thus, he may decide to spend more than a week on the chosen topic and engage the class in extended activities.

There are two basic assumptions that underlie this series: (1) Since everyone is a population actor, (i.e., decisions are made everyday on such issues as where to buy a new home, how large a family to have, where to go on a vacation, or how to vote on a local zoning ordinance), we all need to understand population phenomena, and, (2) Since we consider population education to be a rational rather than an emotional process, we stress that population concepts are best taught in an inquiry framework where the causes and consequences of population changes are understood

and where alternatives are offered and the reasons or grounds for holding them are carefully presented and examined. Therefore, we have consistently rejected the use of propaganda or indoctrination in teaching and learning population matters.

More specifically, the Program aims at having students participate in the process of inquiry into the nature of human populations and the natural and human consequences of demographic change. Our main goal is to help the teacher and the students make rational decisions about population matters as members of their family and local community, as well as national and world communities, utilizing appropriate information sources and inquiry skills.

RESOURCE MATERIAL DEVELOPMENT
POPULATION DYNAMICS IN EIGHT GRADE AMERICAN HISTORY

	HISTORY TOPICS	POPULATION TOPICS
I.	European Exploration of the New World	Early Stages of the Demographic Transition; Components of Population Change
II.	European Colonization of the New World	Population distribution and Settlement patterns; population characteristics of settlers.
III.	The Late Colonial Period	Comparisons of factors affecting population size between the English and the colonists; effects of high birth rates on population growth in the colonies.
IV.	Union Under the Constitution	Taking a population census under Article I; comparisons made between the census of 1790 and 1970.
V.	Westward Movement, Civil War and Reconstruction	The Changing Regional Balance of the Population; Black migration from the south, westward migration
VI.	The Rise of the Cities and Industrialization	Rural/urban differentials in the population; industrialization and the urbanization of America.
VII.	America Becomes a World Power	Immigration as a Component of Population Change
VIII.	United States and World Affairs	The United States in the third stage of the demographic transition; the infusion of technology into developing countries and its effect on population growth.

ORGANIZATION OF THE UNIT

Each unit is divided into two sections — a teacher manual (TM) and a student manual (SM). The teacher manual includes the following:

Evaluation: This is an evaluation form which the teacher can use to measure the student's progress in learning about population matters and issues. The same instrument may be used before and following instruction as pretests and posttests. It is expected that the results of the tests will be used by the teacher to improve instruction. (See separate test booklet).

Goal: This is a statement of what the unit seeks to accomplish in a broad sense.

Objectives: These are specific statements expressed in behavioral terms as to what the unit and its component parts seek to achieve. The objectives, stated in terms of student behaviors, include both population content and inquiry process statements.

Hypotheses: These are potential statements of relationships which seek to explain population phenomena (e.g., relationships among population components — mortality, fertility, migration — or relationships between changes in population and changes in the socio-political world). While these hypotheses may serve as a broad framework for the pattern of questions and the classroom discussion they are not intended to be used in their present form. As part of the program they are intended primarily for teacher use. Students should

be encouraged to exercise their own judgement about the material and should generate their own hypotheses or generalizations, using their own words and expressions. One important thing to remember here is that forming a hypothesis is the beginning, not the end, of inquiring into population matters.

Background Information: Here the unit provides additional information to the teacher; (i.e., beyond what is available in the student manual). This section would be very important if the topic is complicated or quite new to the teacher and the class.

Materials and Equipment Needed: Student materials are organized around springboards. A springboard is a motivating and thought-provoking material which is used to open up discussion on a topic. Springboards can be produced in several forms including documents, poems, newspaper articles, artifacts, music, or audio-visuals. All the materials furnished in the student packet are normally listed here, as well as other resources and equipment required for a class session.

Procedures: This section provides instructions as to how the materials can be used. This section also includes a list of "What Will You Find Out?" and "What Do You Think?" questions that should be used in class. As was the case with the hypotheses, however, these questions should not be thought of as absolutes. Questions should be modified or new

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questions should be added, if necessary, but these changes should be kept to a minimum.

The student manual includes all the springboards which are prepared for classroom use. These materials are the colored pages in this manual, and in most cases should be made available in multiple copies. Each student is expected to have one complete set. In other cases, especially when audio-visuals are used, there is only one set for the entire class.

Each student springboard is marked according to the unit it belongs to. For example, SM-IV-1 means that the springboard is part of Unit IV and that is designed for Day 1. Each unit is divided into five-day segments, normally one class period a day. This does not mean that the teacher may not use the materials for extended periods of time. Rather than thinking of a fixed five-day framework, the teacher should think of a flexible use of materials which is in line with the overall instructional objectives.

For the teacher who wants to get additional information and suggestions on teaching population concepts through inquiry the following references might be useful:

Massialas, Byron G., and Jack Zevin, Creative Encounters in the Classroom: Teaching and Learning through Discovery, New York: John Wiley & Sons, 1967. Provides examples on inquiry teaching and learning and an exercise on classroom use of population charts.

Massialas, Byron G., Nancy F. Sprague, and Joseph B. Hurst, Social Issues through Inquiry: Coping in an Age of Crises, Englewood Cliffs,

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New Jersey: Prentice-Hall, Inc., 1975. Practical examples for teachers in dealing reflectively with social concerns in the classroom.

Nam, Charles B., ed., Population and Society, Boston: Houghton Mifflin, 1968. An anthology dealing with substantive population topics.

Options: A Study Guide to Population and the American Future, Washington, D. C.: Population Reference Bureau, 1973. Suggestions for teachers for introducing population ideas in the classroom. Related to the Commission Report and film on "Population Growth and the American Future."

Social Education, special issue on "Population Education," Vol. 36, No. 4 (April, 1972).

The study of population is not only important but it can be fun. We trust that you will try to teach and learn population concepts in this spirit and that our students will join us.

TM-VII-1

GOAL:

To form a conceptual understanding of the terms immigration and emigration, particularly in the context of United States history.

OBJECTIVES:

1. To define operationally the terms immigration and emigration.
2. To identify examples and non-examples of immigration and emigration.
3. To write a brief story in which the student demonstrates his knowledge of the terms emigration and immigration by using each term correctly at least once in the story.

BACKGROUND INFORMATION:

The history of the United States is closely tied to the immigration of Europeans, Africans, Asians and numerous other groups of foreign settlers. The United States was initially settled by immigrants and the flow of new arrivals has continued unabated up to the present day. Immigrants have played a vital role in the development of the United States and it is important that students understand this role.

The purpose of this session is to gain a conceptual understanding of the related terms immigration and emigration. Emigration refers to a group of people who leave an area to settle in a new area. Until they reach the new area they are referred to as emigrants. Upon arrival in the new area the emigrants become immigrants. Immigration, then refers to a group of people moving into a new country.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Immigration or Emigration)
..Paper for students to write stories

PROCEDURES:

I. This session should begin by the teacher asking the class to define the concept "American." This is a concept that should be quite familiar to the class, but it will probably be difficult for them to define. The following questions could serve as a guideline to the teacher in this discussion.

WHAT DO YOU THINK?

1. What characteristics do all Americans share in common? (e.g., common language)
2. Does an American have to be born in the United States? Were all Americans born in America?
3. What does the word "citizen" mean?
4. How would someone born in another country go about becoming an American citizen?
5. Do Americans who were born in another country have the same priviledge of citizenship as Americans born in the United States?
6. Why would someone want to become an American citizen?

The students should recognize that a person does not have to be born in this country to be classified as an American, nor are people who came to this country after they are born any less American than those who were born in this country. However, naturalized Americans do not have all of the rights and priviledges of citizenship as do people who were "born Americans." For example, a naturalized citizen cannot become the President of the United States.

II. The teacher should now write the terms "immigration" and "emigration" on the board. He should then ask the class to define the two terms. The teacher should write the definitions given by the class on the board; one list under the heading immigration, the other list under the heading emigration.

The students will probably be more familiar with the term "immigration" than "emigration" and they are likely to confuse the two terms. The teacher may have to do some probing in order to make the meaning of the two terms as clear as possible.

III. The teacher should hand out the Springboard #1 (Immigration or Emigration) to the class. This springboard is a list of six statements, two of which describe immigration (number 1 and 6); two of which describe emigration (number 2 and 4); and two which are not examples of either concept (number 3 and 5). The students should be given about five minutes to do the worksheet. Following this, the teacher should discuss each of the statements with them in order to clarify the two terms.

IV. This activity is to be used to evaluate each student's conceptual understanding of the concepts Immigration and Emigration. Each student is to write a brief story describing a group of people who immigrate to the United States from any country of their choice. The only requirement is that the students correctly use the terms immigration (or immigrant) and emigration (or emigrant) in their story. By creating the story on their own the students will show their ability to synthesize the knowledge they have learned about "immigration" and "emigration." The teacher should

evaluate the stories using one criterion only—whether or not the use of the two terms is correct.

SM-VII-1
Springboard #1

IMMIGRATION OR EMIGRATION

Read the following statements carefully. Some of them are examples of IMMIGRATION. Some of them are examples of EMIGRATION. Some of them are not examples of either concept.

Put an I beside the statements that show Immigration.
Put an E beside the statements that show Emigration.
Put an N beside the statements that are not an example of immigration nor emigration.

_____1. In 1850, 164,004 people from Ireland settled in the United States.

_____2. In 1882, 102,991 people left England to settle in the United States.

_____3. In 1872, 149,671 people in Germany were preparing to go to the United States to live.

_____4. In 1892, 40,536 people left Poland to settle in the United States.

_____5. In 1840, there were 1,724,033 people living in Pennsylvania.

_____6. In 1905, 221,479 people settled in the United States from Italy.

GOAL:

To form hypotheses explaining the relationship between migration and the social, economic, demographic and political conditions that lead people to emigrate from one country, and those conditions that attracted people to immigrate to another country.

OBJECTIVES:

1. To identify at least five conditions in European countries that were instrumental in leading Europeans to emigrate to the United States.

2. To identify at least five conditions in the United States that were instrumental in leading Europeans to immigrate to the United States.

3. To form hypotheses explaining the relationship between a group of people's desire to immigrate, and the economic, social, demographic and political variables that existed in their country of origin and the country of their destination.

HYPOTHESES:

1. If people are not satisfied with the political, economic, social, or demographic conditions existing in the area in which they are living, they will move to a new area in order to find satisfaction.

2. If people immigrate to a new country then they might settle in an area that they feel will offer them the maximum economic benefit in order to insure their chances of survival.

3. If a large group of people moves from one area to another area, the economic, social, demographic and political structures of each area might be affected by the changes in population composition and distribution.

BACKGROUND INFORMATION:

In order to understand the reasons behind the large scale European immigration to the United States it is necessary to know something about both the conditions which encouraged Europeans to leave their homelands and the conditions which existed in the United States that attracted European immigrants. In this lesson the students will examine materials

that describe some of the conditions that encouraged Europeans to immigrate to the United States. Using these materials the students should be able to offer hypotheses explaining some of the factors that led to European immigration.

MATERIALS AND EQUIPMENT NEEDED:

..Tape recorder
..Tape of Springboard #1 (Skada at America)
..Tape of Springboard #2 (Farewell Dear Erin)
..Class copies of Springboard #1 (Skada at America)
..Class copies of Springboard #2 (Farewell Dear Erin)
..Class copies of Springboard #3 (Case studies)

PROCEDURES:

I. The teacher should first hand out the words to the song, "Skada at America." This song, written in the 1800s describes the mistaken impression that many immigrants had of the United States. Once the students have the words the teacher should play the tape of the song, telling the students to read along as they listen to the song. It might be good to play the tape over again to make sure that the students understand the words. The teacher should then discuss the song with the class. The following questions might aid in the discussion.

WHAT DO YOU THINK?

1. Who do you think is singing the song?
2. How do you think he feels about America?
3. Why do you think he feels like this?
4. Do you really think he believed the words of the song?
5. Do you think people who heard this song would want to come to America?
6. Do you think people might think the same today? Explain.

II. When the discussion is over the teacher should hand out the copies of the poem, "Farewell Dear Erin", (Springboard #2), to the class. The teacher should then play the tape of the poem while the students read the words. Once the class has listened to the tape, the teacher should discuss the poem with them. The following questions might be useful in discussing the poem.

WHAT DO YOU THINK?

1. Who do you think wrote this poem? From which country might the poet come from?
2. Why do you think he wrote it?
3. Where was the Isle of Saints? How do you think the poet felt about this place? Do you think he wanted to leave it?
4. What is the land of liberty? Why do you think the poet would want to go there?
5. Do you think this was an easy decision for the poet to make? Why or why not? What would you have done in his place? Explain your answer.

III. When the discussion is finished the teacher should hand out the worksheet with the case studies on it. The teacher may either work with the class in reading the case studies and answering the questions at the end of each one, or the class may work on the sheets individually.

Once the students have finished with the handout the teacher should write the words "negative" and "positive" on the board. The teacher should then ask the students to list, under the heading "negative," all the factors that encouraged Europeans to leave their homelands. Under the heading "positive," the students should list all the factors they can think of that encouraged Europeans to come to the United States.

SM-VII-2
Springboard #1

SKADA AT AMERICA

Mothers have we far to go
  Across the salty water
There we will find America
  On the other shore.

CHORUS:
Though you say it cannot be
  Take my word and you will see.
It's too bad America
  That wonderful America
  Should be so far away.

The trees which stand upon the ground
  Are all as sweet as sugar
And everywhere you'll look, you'll find
  The girls like pretty dolls.

CHORUS:

If you decide you want a wife
  Four or five we'll offer
While on the ground and in the fields
  English money grows.

CHORUS:

When it rains the poultry falls;
  Ducks and chicken pour down;
Geese all fried—prepared to eat;
  The fork is in the drumstick.

CHORUS:

Gene Bluestein, "Skada At America,"
on the Folk Box, Elektra Records.

SM-VII-2
Springboard #2

FAREWELL DEAR ERIN

Farewell dear Erin, fare thee well that once
was call'd the Isle of Saints,
For here no longer I can dwell, I'm going
to cross the stormy sea.
For to live here I can't endure, there's
nothing but slavery,
My heart's oppress'd I can find no rest, I
will try the land of liberty.

My father holds five acres of land, it was
not enough to support us all,
Which banished me from my native land, to
old Ireland dear I bid farewell.
My holdings here I can't endure since here
no longer I can stay.
I take my lot and leave this spot
and try the land of liberty.

WHAT DO YOU THINK?

1. Where is the Isle of Saints? The land of liberty?

2. Why did this person write this poem? Where do you suppose the poet lived?

3. What decision has he made? Do you suppose it was an easy decision to make? Why or why not?

4. Have you ever had to make a decision like this one? Was it an easy decision to make?

Poem from: Arnold Schrier. Ireland and the American Emigration 1850-1900. (Minneapolis: University of Minnesota Press, 1958), p. 95.

SM-VII-2
Springboard #3

READ THE FOLLOWING CASE STUDIES AND ANSWER THE QUESTIONS AFTER EACH CASE STUDY.

POLAND

In the late 1800's Poland was ruled by Russia. Many Jews lived in Poland at that time. The Russians did not like the Jews because they kept to themselves. They refused to live like the rest of the Polish people. The Russians put many of the Jews in prison and killed many others. Some of the Jews fled Poland and immigrated to the United States. They sent word back to their friends and relatives that people were free in America. They could worship as they pleased. Many of the Jews packed up their belongings to leave Poland for the United States. They could only take what they could carry themselves.

1. Why didn't the Russians like the Jews?
2. Why did the Jews want to leave Poland?
3. How did the Jews in Poland find out about the United States?

IRELAND

In 1840 most of the people in Ireland were very poor. The only thing they had to eat were potatoes. For several years the potatoes were destroyed by a disease. Many Irish people starved and there was a famine in the country.

The Irish loved their country very much. Being an Irishman was very important to them. Yet they could not get enough to eat. England was already crowded with people so the Irish could not go there to get food. They had heard that there was plenty of food and work in the United States. In a ten year period, one-fourth of the Irish people moved to the United States.

1. What was the main food the Irish ate?
2. Why did the Irish desire to leave their country?
3. Why did they want to go to the United States?

RUSSIA

In 1900 Russia was ruled by a man called the czar. There were many people in the country who did not like the way the czar ruled. These people wanted to overthrow the czar. In order to keep his power, the czar killed many of the people who wanted to overthrow him.

At the same time the Russians were fighting a war with Japan. Although the Russians were expected to win the war, they lost it badly. Many people in Russia were afraid that Russia was losing its power and position in the world. They were also afraid of the fighting between the czar and the people who were against him. Some of these people left Russia to go to the United States where they thought they would be safer.

1. Why did the czar kill so many Russians?

2. Why did so many people leave Russia?

3. Why did so many people go to the United States?

* * *

TM-VII-3

GOAL:

To collect and analyze data describing the patterns of immigration to North America between the years 1820-1920.

OBJECTIVES:

1. To identify the European countries that contributed the highest number of immigrants to the United States.
2. To identify the peak years of immigration from the different European countries.
3. To identify the areas of the United States that immigrants were most likely to settle in.
4. To explain why immigrants were more likely to settle in certain areas of the United States rather than in others.

HYPOTHESIS:

If people immigrate to a new country then they are likely to settle in an urban area to maximize their chances of finding employment.

BACKGROUND INFORMATION:

European immigration to the United States followed definite trends in the last half of the 19th century and the first half of the 20th century. Ireland hit its peak years of immigration between the years 1841-1861. The Irish continued to immigrate to the United States after this period but never in as great a number as the peak years. The English, the Germans and the Scandinavians hit their peak years of immigration in the 1880s and 1890s. The shift toward immigration from Southern Europe in the early 1900s is shown by the trends of Austria-Hungary, Italy, and Russia, each of which hit its peak between 1900 and 1920. Total immigration to the United States hit its peak between the years 1900 and 1920.

Another clear pattern of immigrants to the United States is that a

high percentage of immigrants settled in urban areas. This is largely because urban areas offered far greater opportunities for employment than rural areas. The growing services of the industries in the cities needed cheap labor. The immigrants from Europe furnished this labor.

In this lesson the students will first examine data on the number of immigrants who came to the United States and their countries of origin. The students will then examine data on the pattern of urban and rural settlement of immigrants once they reached the United States.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Map of Europe)
..Class copies of Springboard #2 (Immigration From Europe)

PROCEDURES:

I. The teacher should first hand out Springboard #1 (Map of Europe). Go over each of the countries with the students. Make sure that they know the location of each country and the region of Europe in which it may be found, i.e., Northern, Western, Eastern or Southern. The teacher should then hand out Springboard #2 (Immigration From Europe). Give the students some time to study the graphs and then discuss the graphs with the students to make sure they understand them. The following questions might help in the discussion.

WHAT DID YOU FIND OUT?

1. Which countries produced the most immigrants in 1850? in 1900?
2. In what years did the most immigrants come from each country?
3. Looking at the map of Europe, do you see any changes in the pattern of the countries from which immigrants came between the years 1840 and 1910?

4. How can you explain these changes of pattern?

II. When the discussion is completed the teacher should hand out the chart with the figures on population distribution. Give the class some time to look at the chart and then discuss the chart with them to make sure that they understand it. The following questions might aid the discussion.

WHAT DO YOU THINK?

1. What do you think this chart is about?
2. What can you tell about immigration from looking at this chart?
3. Do you see any patterns in the chart? How can you explain these patterns?
4. If you were an immigrant do you think you would prefer to settle in an urban area, or a rural area? Explain your answer.

SM-VII-3
Springboard #1

MAP OF EUROPE

Adapted from: Fenton, Edwin, Ed. The Americans (New York: American Heritage, 1970), p. 304.

SM-VII-3
Springboard #2

IMMIGRATION FROM EUROPE

	1850	1900	1960
NORTHWESTERN EUROPE			
Great Britain	51,000	12,000	20,000
Ireland	164,000	36,000	7,000
Scandinavia	1,600	31,000	6,000
Other	11,000	6,000	17,000
Total	227,600	85,000	50,000
CENTRAL EUROPE			
Germany	79,000	18,000	29,000
Poland	5	0	4,000
Other		115,000	9,000
Total	79,005	133,000	42,000
EASTERN EUROPE			
Russia and Baltic States	31	91,000	1,000
Other	15	7,000	1,000
Total	46	98,000	2,000
SOUTHERN EUROPE			
Italy	431	100,000	13,000
Other	797	8,000	12,000
Total	1,228	108,000	25,000

Adapted from: Fenton, Edwin, ed., The Americans (New York: American Heritage, 1970), p. 305.

GOAL:

To examine the problems faced by different groups of immigrants to the United States.

OBJECTIVES:

1. To identify some of the problems faced by different groups of immigrants.

2. To predict which groups of immigrants might have had the least problems settling in the United States and to identify the groups which might have had the most problems settling in the United States.

3. To analyze data depicting the success of different groups of immigrants in adjusting to the conditions in their new country.

4. To form generalizations about the factors that affect a group of people's ability to adjust to a new cultural setting.

HYPOTHESES:

1. If a group of immigrants shares many traits in common (i.e., language, dress, customs) with the people of the country to which they are emigrating, then that group might have a relatively easy time adjusting to the new culture.

2. If a group of immigrants does not share many traits in common with the people of the country to which they are emigrating, then they may have a relatively hard time adjusting to the new culture.

3. If a group of immigrants do not share many common traits with the people of the culture to which they have emigrated, then the immigrants are likely to encounter strong resentment from the people of that culture.

BACKGROUND INFORMATION:

The first groups of immigrants to the United States came mostly from the Northern and Western European countries of Britain, France, Germany, Scandinavia and Russia. These groups shared many traits in common with Americans. Consequently, they had a relatively easy time adjusting to the culture of the United States.

In the late 1800's and early 1900's, the patterns of immigration shifted. Most of the immigrants were now coming from the Southern and Eastern European countries, including Italy and the Balkans. They were not as well educated as the Northern and Western Europeans. Many of them were fleeing religious and political persecution so that they had little money when they got to their new country. Their customs were markedly different from those of most Americans who resented these newcomers who seemed so different. As a consequence the Southern and Eastern European immigrants had a difficult time adjusting to the new culture.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1(Letters From Immigrants)
..Class copies of Springboard #2(Planning a City)

PROCEDURES:

I. The teacher should first hand out the two letters written by the immigrants (Springboard #1). Tell the class to read the letters while listening to the taped recordings of the letters. You may want to play the tape twice to make sure that the students understand the words.

When the students have finished listening to the tape they should discuss their reactions to it. The following questions might aid the class in discussing the tape.

WHAT DO YOU THINK?

1. Who do you think wrote these letters?
2. Why do you think the people who wrote the letters came to the United States?
3. Do you think they were prepared for what they found in the United States? Why or why not?

4. Do you think they were happy with what they found in the United States? Why or why not?

II. When the students have finished discussing the tape the teacher should hand out Springboard #2 (Planning A City). The students should assume the role of city planners in a city which is experiencing a large amount of foreign immigration. The task of the students is to plan for the future to handle the problems that might arise as a result of the increase in population. The class should be broken up into small groups of 4 or 5. Give the students about 15 minutes to finish the worksheet. When they have finished the teacher should discuss the worksheet with them. This might be done by having each group select a leader who reports the findings of each group, or the teacher might write each item on the board and try to reach a consensus on each item.

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Springboard #1

LETTERS FROM IMMIGRANTS

Anonymous
Letter to his Brother and Sister, 1870

After I landed in New York I came to the conclusion that the less one travels in this country the better off one is. It would have been better had I not left New York which is the best place that the Yankees have here. But some people persuaded me that the further west the better it is. I could not believe this but I gave it a try during the winter which was the best time, as I was out of work. I am sending you newspapers from the people selling the land here so that you can judge for yourselves. But beware of catching the American fever when reading them. You can say before starting to read them that every word is untrue. What enticed me to Kansas was to get a little land but by now the amount of land I expect to get is six feet by two feet. The people in the Old Country do not have the vaguest idea what sort of place America is.... Those who have lived here ten years look more like Indians than Welshmen. They have not been able in ten years to save enough money to build a house of any kind. They live in holes in the ground something like the potato-caches that you see in Wales. The sight of them is enough to put anyone off who is thinking of farming in America. The truth is that the land in Kansas is expensive for nothing. Many think that all of the land here is good but that is a great mistake. There is land in almost every state which is not worth having even if you got it for nothing....

....Many would think from the papers in the Old Country that all you have to do is to come to a state and settle there, that the land is to be had for practically nothing, but this is completely wrong. There is plenty of land in every state hardly even touched. You would think that it belonged to no one but try to get a bit of it and you straightaway find that it belongs to a land shark and it is the same all over the country. Thousands of Americans have made their fortunes selling land....Well, you say, what sort of place is America for a poor man or a working man. It is a poor, yes, a very poor place here, especially the farther west you go. One could do better in New York or Pennsylvania if only one could get regular work, which is almost as difficult, if not more so, than in Manchester, due to the weather and the lack of materials. A man can hardly keep himself with one thing and another. He does not work half his time and there are too many workmen here by half and as everything is so dear and work so scarce it is a poor place for a man without money.

Susan Cahill and Michelle Cooper, eds.
The Urban Reader (Englewood Clifts,
New Jersey: Prentice-Hall, 1971).

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Springboard #1
Page Two

I'm in this country four months (from 14 Mai 1931-Noniton-Antverpen).

I am polish man. I want be american citizen — and took here first paper in 12 June N 625. But my friends are polish people—I must live with them—I work in the shoes-shop with polish people—I stay all the time with them—at home—in the shop—anywhere.

I want live with american people, but I do not know anybody of american. I go 4 times to teacher and must pay 2$ weekly. I wanted take board in english house, but I could not, for I earn only 5$ or 6 in a week, and when I pay teacher 2$, I have only 4$-3$—and now english board house is too dear for me. Better job to get is very hard for me because I do not speak well english and I cannot understand what they say to me. The teacher teach me—but when I come home—I must speak polish and in the shop also. In this way I can live in your country many years—like my friends—and never speak—write well english—and never be good american citizen. I know here many persons, they live here 10 or moore years, and they are not citizens, they con't speak well english, they don't know geography and history of this country, they don't know constitution of America.—nothing. I don't like be like them I wanted they help me in english—they could not—because they knew nothing. I want go in the city, free evening schools and lern. I'm looking for help. If somebody could give me another job between american people, help me live with them and lern english—and could tell me the best way how I can fast lern—it would be very, very good for me. Perhaps you have somebody, here he could help me?

If you can help me, I please you.

I wrote this letter by myself and I know no good—but I hope you will understand whate I mean.

Excuse me,
F. N.

Letter of an Anonymous Polish Immigrant to the Massachusetts Commission on Immigration, August, 1941. Report of the Commission on the Problem of Immigration in Massachusetts. (Boston, 1914), 134.

SM-VII-4
Springboard #2

PLANNING A CITY

Pretend that you are the mayor of a large city. Your city has one million (1,000,000) people. In the last five years, 100,000 immigrants have moved to your city. You have reason to believe that many more will be coming in the future. Most of the immigrants do not speak English and cannot read or write.

Many problems have arisen because of the immigrants. You have called a meeting with the city planners to see what can be done about the immigrants. Talk about the problems and try to find solutions for them. You will need to plan for:

Schools	Jobs	Medical Care
Housing	Food	Participation in the Political System

Develop a plan for your city to handle the problem of the immigrants.

Schools:

Housing:

Jobs:

Food:

Medical Care:

Participation in the Political System:

Other:

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GOAL:

To take and defend positions regarding the formation of public policies pertaining to immigration.

OBJECTIVES:

1. To identify reasons why people in the United States were opposed to free immigration to this country.

2. To explain the effects of immigration to a country on the rate of population growth in that country.

3. To take and defend a position for or against the passing of laws to restrict immigration.

HYPOTHESES:

1. If a group of people immigrate to a new area they might be willing to take jobs for lower salaries than the people of that area in order to gain entrance to the labor market.

2. If a large number of immigrants enter an area and take jobs away from the people of that area, then the people might perceive the immigrants as a threat because they are altering the balance of the job market in that area.

3. If the people of an area perceive a group of immigrants as a threat to the existing balance of the job market, they might try to restrict the amount of immigration in order to protect their jobs.

BACKGROUND INFORMATION:

The first wave of migration to this country consisted of groups from Northern and Western Europe. Most of them were either familiar with the language and customs of this country, or they were able to adapt fairly quickly. As a consequence they adjusted rapidly to the American culture. The second wave of immigrants consisted mostly of Southern Europeans. They had enormous language problems and they were completely unfamiliar with the customs of the United States. They were unable to adjust as rapidly as the first groups. The second wave of immigrants were perceived

by many Americans as a threat to the country. As hundreds of thousands of them moved into the large metropolitan areas of the Northeast and Mid-west they became a tremendous burden on the governments of these cities. They had to be provided with housing, jobs, education and various other services. Their strange sounding languages, their customs, even their long names seemed alien to many Americans. There was also a practical side to this fear. Many immigrants were willing to work for very low wages in order to survive. Many Americans were pushed out of jobs because they demanded higher pay. Also, the big city political machines would exchange services for votes. The immigrants were not familiar with our electoral process and they would gladly vote for anyone who would offer them food or money.

There have always been groups in America who have tried to stop immigration. In the early 1900s these groups became very strong and there was widespread opposition to further immigration. The result was a series of immigration laws that severely restricted the amount of immigration to this country.

In today's session the students will examine the reasons that many Americans were opposed to immigration and they will also examine some of the immigration acts. After examining these materials the students should be encouraged to take positions for or against the passage of immigration laws. It is important that the students defend their positions with evidence.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Cartoon)
..Class copies of Springboard #2 (Immigration Laws Against the Chinese and Japanese)

..Class copies of Springboard #3 (1924 Laws Restricting Immigration)
..Class copies of Springboard #4 (Making New Immigration Laws)
..Class copies of Springboard #5 (1965 Immigration Laws)

PROCEDURES:

I. Springboard #1 (Cartoon) depicts the fear of many Americans toward European immigrants. The purpose of this springboard is to try to encourage the students to think about why some Americans would be opposed to immigration. The following questions might help stimulate the class discussion.

WHAT DO YOU THINK?

1. What is the meaning of this cartoon?
2. How do you think the person who drew the cartoon felt about European immigrants? Do you agree with him? Why or why not?
3. Do you think the cartoon is fair? Explain your answer.
4. Why do you think people might be against immigration?

II. Springboard #2 (Immigration Laws Against the Chinese and Japanese) describes laws that were passed restricting the immigration of Chinese people and the rights of Japanese immigrants. The first immigration acts were aimed directly at the Chinese in California. There was also a great deal of resentment toward the Japanese and together they were labeled the "yellow peril." Californians were afraid of the Chinese because they were willing to work for such cheap wages that Americans were being forced out of jobs. The Chinese exclusion acts severely restricted the number of Chinese laborers who could enter the country. The Japanese immigration laws attempted to keep the Japanese from mixing with Americans. Try to encourage the class to put themselves in the place of the Chinese

sent back. These laws stayed in effect until 1965 when they were modified by Congress. You should encourage the students to take positions on the fairness of the laws. Ask them how they would feel if they wanted to join their family in America, but the quota for their country had already been filled.

WHAT DO YOU THINK?

1. Why do you think the immigration laws of 1924 were passed?
2. Why do you think the quotas were higher for Northern Europe than Southeastern Europe? (Why do you think the government would let more people from one country than another country come to America?)
3. Do you think this was fair? Why or why not?
4. How would you feel if you lived in Southeastern Europe and you wanted to immigrate to the United States?
5. Why do you think people were being screened before they could emigrate from their countries?
6. Do you think this was a good idea? Why or why not?
7. Do you think we should put any restrictions on immigration at all?

IV. The class should be divided into small groups of approximately five students to decide what laws they would like to see made in Congress today. The students should be given about twenty minutes to discuss the pros and cons suggested on the handout. Each group should select a recorder to write their laws and to report to the large group later in the period.

Following this exercise Springboard #5 (1965 Immigration Laws) should be shown to the students as examples of the kinds of laws that Congress has recently made. The students should be encouraged to compare the 1965 laws with the ones that they made in their groups.

and Japanese. Ask them how they would feel if laws were passed against them restricting their rights.

WHAT DO YOU THINK?

1. Why do you think laws were passed against Chinese laborers?
2. Do you think the laws were fair? Which ones were? Which ones were not?
3. How do you think you would feel if you were a Chinese laborer who wanted to come to America to live?
4. Why do you think the laws were passed against the Japanese?
5. Do you think it was fair to make a woman lose her citizenship if she married a Japanese man?
6. How do you think you would feel if you were a Japanese person living in California?
7. Would you want to stay there? Why might a person want to immigrate to a country that had laws like these?

III. Springboard #3 (1924 Laws Restricting Immigration) describes some of the restrictions placed on immigrants by the Immigration Act of 1924. There were several reasons for these restrictions. First, Congress wanted to limit the number of immigrants who entered this country. This was done by placing quotas on each country. Only 3 percent of those living in the United States in the baseline year of 1890 would be allowed to enter the country each year. For example, if there were 100,000 Polish people living in the United States in 1890, only 3,000 Poles would be allowed to enter the country each year after 1924. Secondly, Congress wanted to reverse the trend of heavy immigration from Southeastern Europe. They did this by placing severe limitations on the number of immigrants from these countries. Third, Congress wanted to screen emigrants before they left their countries in order to keep undesirable immigrants from having to be

TM-VII-5
Springboard #1

CARTOON

A general revival of isolationism paralleled the upthrust of the Klan. In 1920 popular revulsion from European entanglements, aggravated by a fresh wave of immigrants, inspired a new drive for restriction laws.

John Higham. Strangers in the Land.
New Brunswick, New Jersey, 1955. p. 210

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Springboard #2

IMMIGRATION LAWS AGAINST THE CHINESE AND JAPANESE

1888 and 1892 - Laws Against the Chinese Immigrant

1. No Chinese laborers could come into the country unless they already had family here.
2. Chinese who were here unlawfully would be sent back to China.
3. Any Chinese laborer who left the country could not return.
4. All Chinese laborers had to register with the government.

1922 California Laws Against the Japanese Immigrant

1. A Japanese cannot become an American citizen.
2. If a white American woman marries a Japanese man she will lose her citizenship.
3. Marriage between different races is forbidden.
4. Japanese men may not own agricultural land.
5. Japanese men may bring their wives, minor children and aged parents with them to America.
6. Only American citizens may buy school property.

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Springboard #3

1924 LAWS RESTRICTING IMMIGRATION

1924 Laws Passed by Congress Restricting Immigration

1. There was a limit placed on the number of immigrants that could enter the United States in a year.

2. Only 200,000 immigrants from Northern and Western Europe could enter the country each year. Only 155,000 could enter from Southeastern Europe.

3. Emigrants would have to be cleared for passage before they could leave their home country.

4. A potential immigrant had to prove he was worthy to enter the United States.

5. If a person was not eligible to become a citizen he could not immigrate to the United States.

SM-VII-5
Springboard #4

MAKING NEW IMMIGRATION LAWS

Suppose that you are a United States Senator. Various groups of Americans are putting pressure on you to pass laws restricting immigration. Groups representing the immigrants want you to keep immigration open. You must decide what laws should be passed to best protect the rights of the immigrants. Make a list of at least five (5) laws that you think should be passed. As you write the laws think about the following things:

Should people who cannot understand English be allowed to vote?

Should immigrants be allowed to compete with Americans for jobs?

How can immigrants best be made to be a part of American society?

What should the political rights of immigrants be?

Immigration Laws:

1.

2.

3.

4.

5.

SM-VII-5
Springboard #5

1965 IMMIGRATION LAWS

1. Over a three year period, from 1965 to 1968, the national origins quota system was abolished.

2. After 1968, each country outside of the Western Hemisphere can send 20,000 new immigrants to the United States.

3. Certain people can get special preference to come to the United States. These people include members of the immediate families of U. S. citizens and people with special skills that are needed in the United States.

4. There is a limit of 120,000 people annually from independent countries within the Western Hemisphere.

Adapted from: Encyclopedia Britannica Yearbook, 1966. p. 368.